

**Michigan Department of Education  
HIGH SCHOOL PHYSICAL EDUCATION ALIGNMENT RECORD**

<b>RHYTHMIC ACTIVITIES</b>			
<b>UNIT TITLE:</b> _____			
<b><u>Expectations</u></b>	<b><i>Advanced Skills &amp; Tactics</i></b>	<b><i>Basic Skills &amp; Tactics</i></b>	<b><u>District Curriculum</u></b>
M.1.MS.6 Perform a five-element movement sequence (e.g., rhythmic, aerobic, or tumbling activities) with flow in dynamic settings.			
M.1.RA.1 Perform specialized movement activities utilizing mature form of movement skills and concepts.			
*K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			
K.2.MS.6 Analyze/synthesize/evaluate knowledge of movement concepts and skills to design (plan) a five-element movement sequence (e.g., rhythmic or aerobic activities) with flow in a dynamic setting.			
K.2.RA.1 Assess specialized movement activities that utilize mature form of movement skills and concepts.			
*K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.			
*K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.			
*K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			
*K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.			

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*K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.			
*K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
*K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.			
*K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.			
*A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.			
*B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.			
*B.5.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.			
*B.5.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.			
*B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.			

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*B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.			
*B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.			
*B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.			
*B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.			
*Expectations that are repeated in other Categories.			